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ABSTRACT

Written to accompany the Adult Basic Education (ABE) Level III reading skills workbook of the PATHWAYS Curriculum, this teacher's guide contains brief explanations of the various skills presented in the workbook, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials that may be used to supplement the exercises. Lessons are grouped under the unit topics of word analysis, vocabulary, comprehension, and study skills. Units contain a total of 15 lessons, each addressing a specific skill such as root words, prefixes and suffixes, compound words, context clues, drawing conclusions, identifying cause and effect, use of the dictionary, and map and graph reading. The teaching strategies for each lesson include ways to clarify information for students, provide additional practice, and facilitate participation in group activities. The preface describes the organization of the series of six ABE reading and writing workbooks stressing that the books provide a sequential, systematic approach to adult basic education and contain material based on the culture of Indian tribes of the Southwest. (JHZ)

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PATHWAYS

An Adult Basic Education Reading Skills Workbook

Level III

Teacher's Guide

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PATHWAYS

AN ADULT BASIC SKILLS READING WORKBOOK

LEVEL III

TEACHER'S GUIDE

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1987

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PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

ABE reading and writing workbooks. The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

LEVEL	EQUIVALENT GRADE	READABILITY
I	3rd	2.7 - 3.9
II	4th	3.5 - 4.9
III	5th	4.5 - 6.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

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Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.

KEY TO SUPPLEMENTAL MATERIALS

SB	Skill Booster, Modern Curriculum Press
SB:BWP	Skill Booster: Building Word Power, Modern Curriculum Press
SB:WFD	Skill Booster: Working With Facts and Details, Modern Curriculum Press
SB:IC	Skill Booster: Increasing Comprehension, Modern Curriculum Press
NP-GTSM5	Number Power Graphs, Tables, Schedules, and Maps 5, Contemporary Book Co.
RC	Reading for Concepts, McGraw-Hill Book Co.
BBSR	Building Basic Skills in Reading, Contemporary Book Co.
FPP	From Pictures to Passages, Contemporary Book Co.
SSS	Specific Skill Series, Barnell Loft, Ltd.
SSS-WWS	Specific Skill Series - Working With Sounds, Barnell Loft, Ltd.
SSS-FD	Specific Skill Series - Following Directions, Barnell Loft, Ltd.
SSS-UC	Specific Skill Series - Using the Context, Barnell Loft, Ltd.
SSS-GF	Specific Skill Series - Getting the Facts, Barnell Loft, Ltd.
SSS-GMI	Specific Skill Series - Getting the Main Idea, Barnell Loft, Ltd.
SSS-DC	Specific Skill Series - Drawing Conclusions, Barnell Loft, Ltd.
SSS-DS	Specific Skill Series - Detecting the Sequence, Barnell Loft, Ltd.
SFAR:C	Scott, Foresman Adult Reading: Comprehension, Scott, Foresman and Co.

DKCC — Developing Key Concepts in Comprehension, Barnell Loft, Ltd.

CARS:R — Context Area Reading Skills: Reference, FDL/McGraw-Hill Book Co.

RP — Reading for Progress, Cambridge Book Co.

RR — Reading for Results, Cambridge Book Co.

RL — Reading for Life, Cambridge Book Co.

DS — Dr. Spello, McGraw-Hill Book Co.

LRW — Living in the Reader's World, Cambridge Book Co.

CSS — Comprehension Skill Series, Jamestown Publishers

SVAR(1100-2800) — Steck-Vaughn Adult Reading: A Sequential Program, Steck-Vaughn Co.

PW — Phonics Workbook, Modern Curriculum Press

RC — Reading for Competence, Cambridge Book Co.

RI — Reading for Improvement, Cambridge Book Co.

UNIT I

I. WORD ANALYSIS

I.A. Root words

A **root** is the base part of a word. A suffix or prefix can be added to a root word. Understanding the meanings of the **root words** in this lesson can help a student learn the meaning of new words.

The root words to be studied in this lesson are: **audio, cred, duc, fac(t), ject, mit, mis, viv, rupt, ver(t), port.** Be sure students have a good understanding of the meaning for these root words before preceeding with the lesson.

TEACHING SUGGESTIONS:

1. List several words from the lesson on the board. Ask various students to underline and give the meaning of the root for each word.

2. Ask students to use each of the words listed above in a sentence.

ANSWERS:

1. mit
2. ver
3. fact
4. audio
5. cred
6. mis
7. viv
8. port
9. ver(t)
10. rupt
11. ject
12. duc
13. fact
14. ver(t)
15. viv
16. rupt
17. duc
18. port
19. mis
20. mis

1. D
2. F
3. H
4. G
5. B
6. C
7. A
8. E

1. interrupt
2. universe
3. survive
4. mission
5. educate
6. incredible
7. artifacts
8. portable
9. rejected
10. auditorium
11. manufacture
12. permit

SUPPLEMENTAL MATERIALS:

RR, pp. 10, 110

PW Bk. E, pp. 59-60, 87-94

I.B. Prefixes and suffixes

A **prefix** is a word part that is added to the front of a root word.

A **suffix** is a word part that is added to the end of a root word.

A prefix or suffix changes the meaning of the word to which it is added.

TEACHING SUGGESTIONS:

1. List several words with prefixes on the board. Ask students to underline the prefix and give the meaning of each of the words.

2. List several words with suffixes on the board. Ask students to underline the suffix and give the meaning of each word.

3. List words containing prefixes and suffixes on the board. Have students identify the prefix and/or suffix.

4. Bring in short newspaper or magazine articles for students to read. Have students underline words which contain a prefix or suffix.

ANSWERS:

	Prefix	Root
1.	dis	tress
2.	mis	quote
3.	de	fend
4.	con	front
5.	un	equal
6.	im	moral
7.	dis	loyal
8.	trans	cend

1. un
2. de
3. con
4. im
5. dis
6. con
7. mis
8. trans

I.B. Prefixes and suffixes (con't)

		Root	Suffix
1.	locate	loc	ate
2.	drainage	drain	age
3.	creator	creat	or
4.	maturity	matur	ity
5.	humorous	humor	ous
6.	quality	qual	ity
7.	cultivate	cultiv	ate
8.	religious	religi	cus

1. marriage
2. sincerity
3. instructor
4. numerous
5. simplicity
6. locate
7. legality
8. mysterious

SUPPLEMENTAL MATERIALS:

FPP, pp. 173-184
SSS-WWS Bk. D, pp. 35-43
RR, pp. 29, 90, 110
DS, pp. 64-71
SVAR Bk. 2100
PW Bk. D, pp. 61-86, 105-124
RI, pp. 82, 84, 85

UNIT II

II. VOCABULARY

II.A. Compound words

A **compound word** is two separate words which are joined together to form a new word. Each of the two words is a complete word by itself.

Ex: underground
highway
horsehair

TEACHING SUGGESTIONS:

1. Have students give as many compound words as possible. List the compound words on the board. Ask other students to find the two words that make up the compound.

2. Make two lists of words that can be joined to make compound words. Ask students to make as many compound words as they can from these lists, using one word from each list to form the compound word.

ANSWERS:

1. daylight
2. schoolhouse
3. cowboy
4. handwriting
5. hoofbeats
6. hummingbird
7. rainfall
8. underground

1. cornbread, catfish
2. doorway, sweathouse
3. roadrunner, highway
4. bowstring, horsehair

1. sweathouse
2. horsehair
3. cornbread
4. roadrunner
5. catfish
6. bowstring
7. doorway
8. highway

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. D, pp. 7, 8, 9
SFAR:C Level D
RR, p. 110
PW Bk. E, pp. 95, 96

II.B. Using context clues

Context clues are used to figure out the meaning of an unfamiliar word. The word may be defined in the same or a near-by sentence, or the other words around it may give a clue to its meaning. To know which meaning of a word with multiple meanings is intended, you must consider the context in which the word is used.

TEACHING SUGGESTIONS:

1. Give examples of words with multiple meanings. Ask students to explain each meaning of the word.

   Ex: play

   The children play in the river.
   I went to a play at the school.

   Other examples to use are: camp, case, drain, guard, hand, light, roll, right.

2. Make a handout containing sentences with unfamiliar words underlined. Ask students to choose the correct meaning of the underlined word from a group of words.

   Ex: Jewelry making is an important source of revenue in Zuni.

   silver, money, crafts

3. Bring in short stories with key words left out. Ask students to supply missing words.

ANSWERS:

1. b
2. a
3. b
4. c

1. b
2. c
3. b
4. a

5. a
6. c
7. b
8. a

SUPPLEMENTAL MATERIALS:

RC Bk. D
SSS-UC Bk. D
SFAR:C Level D
LRW Bk. 3
SVAR Bk. 2200
RI, pp. 7, 8, 35-37, 129-163, 167, 168, 173

II.C. Synonyms, antonyms, and homonyms

Synonyms are words that have the same or almost the same meaning.

big	large
little	small

Antonyms are words that mean the opposite.

hot	cold
big	little

Homonyms are words that sound alike but are spelled differently and have different meanings.

bear	bare
rein	rain

TEACHING SUGGESTIONS:

1. Have students list pairs of synonyms, antonyms, or homonyms and use each in a sentence.

2. Give students a word and ask for a synonym, antonym, or homonym.

3. Write pairs of words on the board. Ask if they are synonyms, antonyms, or homonyms. If the words are synonyms, student supplies an antonym, if antonyms, the student supplies a synonym.

ANSWERS:

1. d
2. e
3. f
4. b
5. a
6. c

7. shine
8. bashful
9. watch
10. bushes
11. mix
12. canyon

1. leave
2. weak
3. top
4. far
5. advance
6. clear
7. humble
8. peace

II.C. Synonyms, antonyms, and homonyms (cont.)

1. weave
2. rows
3. knead
4. toad
5. won
6. chili
7. chute
8. bawled

1. S
2. A
3. A
4. H
5. S
6. H
7. S
8. H
9. S
10. H
11. A
12. S
13. S
14. H
15. S
16. A
17. S
18. H
19. S
20. S
21. A
22. S
23. H
24. H

SUPPLEMENTAL MATERIALS:

SBBWP C, pp. 28-31
RC Bk. D
LE-Red Bk., pp. 29-31, 33
LE-Blue Bk., pp. 68-71, 73
RR, pp. 35, 63, 121
DS, pp. 93, 94
SVAR Bk. 2100
RI, pp. 168, 171, 172, 161, 165

UNIT I & II POST-TEST: WORD ANALYSIS/VOCABULARY

1. vert
2. rupt
3. cred
4. mit
5. fact

6.	de	feat
7.	trans	plant
8.	mis	match
9.	dis	cover
10.	un	usual

11.	secur	ity
12.	pass	age
13.	nerv	ous
14.	doct	or
15.	decor	ate

16. cornbread
17. riverbed
18. sunlight
19. undershirt
20. rainbow

21. c
22. a

23. S
24. A
25. H
26. H
27. A
28. A
29. S
30. H
31. A
32. S

UNIT III

III. COMPREHENSION

III.A. Following directions

Following directions means being able to read or listen to instructions and to carry them out as directed. Following the correct sequence is an important part of following directions.

TEACHING SUGGESTIONS:

1. Draw a map of your community. Label various streets, sites, buildings, etc. Give verbal directions using the map. Give a starting point, then directions down certain streets, past certain buildings, etc. Students should all arrive at the same destination.

2. Use the above map and have students take turns giving directions for the others to follow. Each student can choose a starting place and then give directions to a destination of his choice.

3. Use the above map. Give a student a starting place and a destination. Students can take turns giving oral directions for the class to follow.

4. Have students collect and bring in simple directions found on can labels, recipes, "how to" books, newspapers, etc. Let class select a "project" they can work on in class. Each student can bring in an item to make or build the "project." Allow each student to participate by performing one step of the directions. Class can share the "project."

5. Have a "treasure hunt." Before students arrive, prepare clues on slips of paper and hide them around the classroom or around the school yard. Each "clue" gives directions for finding the next clue. Students should end up back in the classroom where you have something like punch and cookies waiting for them.

ANSWERS:

1. in small bunches
2. 30 minutes
3. hot
4. yes

III.A. Following directions (cont.)

1. 2 feet
2. 2
3. no, it must drop in
4. 50 feet
5. about 6 inches across
6. b
7. a
8. c

1. pick a high or open spot
2. 4
3. on top of the stakes
4. in the center of the square
5. so they don't burn
6. the Beater
7. Smoke Cloth
8. 30 seconds
9. b
10. a
11. c
12. a

SUPPLEMENTAL MATERIALS:

BBSR Bk. 2, pp. 53-87
FPP, pp. 77-84
SSS-FD Bk. D
SVAR Bk. 2800
RI, p. 75

III.B. Sequencing

Sequencing refers to the order of events in a story or directions. Events may occur in order by time or by steps to achieve the desired outcome.

TEACHING SUGGESTIONS:

1. Cut apart cartoon panels from the newspaper. Have student arrange the panels in the correct sequence.

2. Write each sentence from a short passage on a slip of paper. Have student arrange sentences in the correct sequence.

3. Read a short paragraph which contains a sequence of events. Ask, "What happens first, next, last?"

4. Discuss how the outcome could be affected by changing the sequence of events in the paragraphs used in #3.

ANSWERS:

1. a
2. c
3. b
4. a

1. __4__
2. __3__
3. __5__
4. __2__

1. __5__
2. __3__
3. __7__
4. __2__
5. __1__
6. __4__

5. c
6. a
7. b
8. b

5. __1__
6. b
7. b
8. c

7. __6__
8. a
9. c
10. b
11. a
12. c

SUPPLEMENTAL MATERIALS:

BBSR Bk. 2, pp. 53-87
FPP, pp. 29-38
SSS-DS Bk. D
SFAR:C level D
RR, pp. 76, 125
SVAR, Bk. 2500
RI, pp. 53-55, 150-153

III.C. Identifying the main idea

The main idea is what a paragraph or passage is all about. Without a main idea there is no purpose to guide the writing of the paragraph. The main idea is usually stated in the topic sentence of a paragraph. The main idea is often stated in the first sentence of a paragraph, but it could come in the middle or at the end of the paragraph. The other sentences give you more information about the main idea.

TEACHING SUGGESTIONS:

1. Xerox short passages from newspapers, magazines, etc. Students should identify and discuss the main idea for each (group activity); student should underline main idea of passage (individual activity).

2. Have students provide a title for each of the passages in #1.

3. Cut apart the titles from several stories, passages, newspaper articles, etc. Ask students to match the titles to the correct story, passage, etc.

ANSWERS:

1. c
2. a
3. b
4. a

1. The Hactcin or holy spirits
2. a
3. The underworld
4. c
5. a
6. b
7. a
8. Any good answer: "The Hacticin," "Apache Creation Story"

SUPPLEMENTAL MATERIALS:

SBIC E, pp. 6, 7
RC Bk. D
FPP, pp. 19-28
SSS-GMI Bk. D
SFAR:C Level D
RR, pp. 54, 55, 103
LRW Bk. 3
CSS - Understanding the Main Idea

III.D. Recognizing supporting details

Supporting details are facts and information that "support" or tell more about the main idea. Details often tell when, where, what size or shape, what color, how many, etc.

TEACHING SUGGESTIONS:

1. Bring in various forms of advertisements. Ask students to tell some of the details such as the price, the size, the color(s), store hours, services offered, etc.

2. Have students underline the supporting details in stories, passages, articles.

3. Using various objects such as jewelry, pottery, baskets, etc., have student provide details that describe shape, size, and color.

ANSWERS:

1. by machine
2. The Pendleton Woolen Mills
3. a. special Navajo symbols
   b. colors
   c. patterns
4. the Navajos

1. Havasu Canyon
2. a. on foot
   b. on horseback
3. spring and summer
4. on the plateau
5. the canyon walls shut out the sunshine
6. the future
7. change their plans
8. he would become a great speaker

SUPPLEMENTAL MATERIALS:

SBWFD E (whole bk.)
SBIC E, pp. 12, 15
RC Bk. D
RPP, pp. 19-28
SSS-GF Bk. D
SFAR:C Level D
RR, pp. 5, 13, 37, 77, 99, 122
CSS - Isolating Details and Recalling Specific Facts

III.E. Drawing conclusions

To draw a conclusion means to use the facts and information given in a passage to make a decision. It is important to understand all the information and statements in the passage in order to draw a correct conclusion.

TEACHING SUGGESTIONS:

1. Bring in simple poetry with the endings left off. Ask students to predict what the ending might be.

2. Provide cartoon panels with the captions cut off. Ask students what the dialogue could be in each panel.

3. Research traditional Native American persons' names. Compile a list of 10-15 names. Discuss how some people have gotten their names, such as "Old woman who sits by the side of the road." What can you tell about the people from their names?

4. Xerox several short stories. Remove the endings of the stories. Ask students to provide an ending to the stories.

5. Again, using a series of cartoon panels, leave out one of the panels. Ask students to draw conclusions about the missing panel.

ANSWERS:

Sky

1. b
2. c
3. a
4. b

Turtle and Coyote

1. c
2. b
3. a
4. c

The Rooster, the Mockingbird, and the Maiden

1. a
2. c
3. b
4. b

SUPPLEMENTAL MATERIALS:

SBIC E, pp. 10, 11, 14, 18, 19, 21, 34, 35, 40, 41
RC Bk. D
FPP, pp. 127-140
SSS-DC Bk. D
SFAR:C Level D
RR, pp. 16, 40, 131, 132
LRW Bk. 3, Bk. 4
CSS - Drawing Conclusions
SVAR Bk. 2400

III.F. Identifying cause and effect

Cause and effect refers to the relationship between what happened (the effect) and what caused it to happen (the cause). For example, hitting your thumb with a hammer (the cause) can cause pain (the effect).

Other examples are:

Cause	Effect
heavy rain	flood
poison	sickness
smoking	cancer
nutrition	health
wind	sandstorm

TEACHING SUGGESTIONS:

1. Use examples from tribal myths, legends, and ceremonies to illustrate cause and effect relationships.

2. Have students give examples of cause and effect relationships they find around them.

   Ex: Rain causes crops to grow.
   Gasoline causes a car to run.
   Cars cause pollution.
   Drought causes streams to dry up.
   Overgrazing causes water to erode the land.

3. Xerox pictures from books, magazines, or newspapers that depict something that has happened. Ask student to relate possible causes for the scene.

ANSWERS:

1. b
2. a
3. c
4. b, c

III.F. Identifying cause and effect (cont.)

1. He sings
2. a. They grow large
   b. They bear plenty of corn and watermelon
3. The mockingbird will sing with him
4. The songs he sang
5. He would learn a new song
6. The mockingbird had helped him sing
7. a
8. c
9. b
10. c
11. a
12. c

SUPPLEMENTAL MATERIALS:

SBIC E, pp. 5, 13
RC Bk. D
FPP, pp. 85-96
SFAR:C Level D
RR, pp. 127
RI, pp. 65-68

III.G. Distinguishing between fact and opinion

Distinguishing between fact and opinion means recognizing the difference between what is true and can be verified as true (fact) and what someone feels or thinks is true (opinion). Facts are impersonal; they can be proven. Opinions are personal; they cannot be proven. Opinions often express the speaker's own individual preference or belief and often begin with "I think," "I feel," or "I believe."

TEACHING SUGGESTIONS:

1. Use newspaper and magazine advertisements to discuss the difference between fact and opinion.

2. Make several statements: some containing facts, some containing opinions. Ask students to identify which are facts and which are opinion.

3. Have students take turns making fact or opinion statements. Other students must identify which are facts and which are opinions.

4. Choose a topic of interest to the student, such as a local issue. Discuss what facts could be stated and what opinions could be made about the issue.

   Ex: a candidate for tribal office
   a local political or economic issue

ANSWERS:

1.	F	7.	O
2.	O	8.	O
3.	F	9.	F
4.	O	10.	O
5.	O	11.	F
6.	F	12.	O

1-4: any acceptable answer

SUPPLEMENTAL MATERIALS:

SBIC E, pp. 20, 22, 23
RC Bk. D
BBSR Bk. 2, pp. 13-16
SFAR:C Level D
RR, pp. 14, 116
LRW Bk. 4
RI, pp. 121-123. 125

UNIT III POST-TEST: COMPREHENSION

1. A skin was soaked in water.
2. For a few days
3. It was scraped with a sharpened bone or stone knife
4. b
5. By pulling at the edges
6. b
7. c
8. a
9. c
10. a
11. c
12. b
13. a
14. c

UNIT IV

IV. STUDY SKILLS

IV.A. Use of dictionary

The dictionary is an important tool for vocabulary building and reading comprehension. Students should have ample opportunities to practice using the dictionary. At this level, students should be able to use the dictionary to determine: Meaning, pronunciation, spelling, and form.

TEACHING SUGGESTIONS:

1. Give student words to look up in the dictionary. Student should write the guide words for each.

2. Write two spellings for a word on the board - one correct, one incorrect. Student should identify the correct spelling by using the dictionary.

3. List pairs of homonyms on the board. Student should locate and define each using the dictionary.

4. Give a word with multiple meanings for student to look up. Ask student to use the word in a sentence using the first, second, third, etc. meaning.

ANSWERS:

1. 2
2. 2
3. 2
4. 1
5. 1
6. 1
7. 3
8. 1
9. -s, -ed, -ing
10. hear
11. cry
12. -ed, -ing

1. X
2.
3.
4. X
5.
6. X
7. X
8.
9. X
10. X
11.
12. X

1. pawn
2. payroll
3. pea
4. peach

IV.A. Use of the dictionary (cont.)

1. swirl
2. switch
3. sword
4. sworn

1. frown
2. froze
3. fruit
4. fuel

SUPPLEMENTAL MATERIALS:

FPP, pp. 45-58
RP, pp. 27-29
SVAR Bk. 2600
PW Bk. 3, pp. 149-158
RI, pp. 99-102

IV.B. Reference skills

A reference is a source of information. A table of contents, an index, and a glossary are all reference aids.

A table of contents is a list of the units, lessons, or chapters in a book.

An index is an alphabetical list of the contents of a book.

A glossary is a list of special words used in a book.

TEACHING SUGGESTIONS:

1. Using the indexes from catalogues and telephone books, have students find the page numbers for various products or services.

2. Using the table of contents from various sources, make up 8-10 questions for students to answer. For example, ask on what page a particular unit can be found, what chapter can be found on a certain page, or in what chapter/unit can particular subject matter be found.

3. Choose various words for students to look up in the glossary of a student text and then read the definition out loud.

ANSWERS:

1. 7
2. Social Relations
3. 65
4. 2
5. Weapons
6. 3
7. 166
8. Basketry

1. a. customs of
   b. history of
   c. modern-day
2. **See** medicine men
3. page 178
4. 3

IV.B. Reference skills (cont.)

1. the most important thought or idea being expressed or discussed; in a paragraph, it is expressed as the topic sentence
2. a belief that has not been proven as a fact; how someone feels or thinks about a subject/topic
3. homonym
4. conclusion

SUPPLEMENTAL MATERIALS:

CARSR Level E, pp. 5-8, 17-24
RR, pp. 84, 85
SVAR Bk. 2600
RI, pp. 8-12, 106

IV.C. Map and graph reading

Maps and graphs are visual representations of information. Maps convey geographical information. Graphs generally convey mathematical information. In this lesson, students will learn to use and apply the information in a map's key or legend and to locate various points on a map. They will also learn to read the headings on a graph and interpret the data given.

TEACHING SUGGESTIONS:

1. Provide simple maps of the local area. Discuss meanings of the symbols used. Ask students to pinpoint various locations on the map.

2. Bring in various line and bar graphs found in local resources. Have students interpret the information given.

3. Collect data such as daily temperature, class attendance, students' heights, etc. Plot the information in line or bar graph form.

ANSWERS:

1. a
2. c
3. b
4. c

1. a. Arizona
   b. New Mexico
2. a
3. New Mexico
4. Colorado
5. Utah
6. Pecos River
7. Hopi Reservation
8. Arizona
9. Navajo Reservation
10. Zuni Reservation
11. San Carlos Reservation
12. Rio Grande River

IV.C. Map and graph reading (cont.)

Maps and graphs are visual representations of information. Maps convey geographical information. Graphs generally convey mathematical information. In this lesson, students will learn to use and apply the information in a map's key or legend and to locate various points on a map. They will also learn to read the headings on a graph and interpret the data given.

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ANSWERS:

1. a
2. c
3. b
4. c

1. a. Arizona
   b. New Mexico
2. a
3. New Mexico
4. Colorado
5. Utah
6. Pecos River
7. Hopi Reservation
8. Arizona
9. Navajo Reservation
10. Zuni Reservation
11. San Carlos Reservation
12. Rio Grande River

IV.C. Map and graph reading (cont.)

Line graph
1. a. Carpenter
   b. Plumber
2. Typist
3. Legal secretary
4. a. Refrigeration Repair
   b. welder
5. four
6. a. Licensed Practical Nurse
   b. Typist

Bar graph
7. Blackfeet, Mont.
8. six
9. 104, 978
10. Fort Apache, Arizona
11. 5872
12. Navajo, Arizona - New Mexico - Utah

SUPPLEMENTAL MATERIALS:

NP-GTSM 5, pp. 7-9, 34-57, 96-99, 114-119
BBSR Bk. 2, pp. 111, 114-132
RR, pp. 79, 47
SVAR Bk. 2700
RI, pp. 44-48

UNIT IV POST-TEST STUDY SKILLS

1. 2
2. 5
3. 1
4. 3
5. 2
6. 4

7. 14
8. 34
9. The Soul of the Eagle
10. Nature

11. 102
12. 185-187
13. 117
14. 251, 290, 327

15. Skull
16. Atlatl
17. A product of human workmanship.
18. clan
19. flour
20. flood
21. flock
22. floor

23. 1979
24. 130
25. 1985
26. 1980
27. 160

28. c
29. b
30. a
31. c
32. b